



**THE IMPORTANCE AND PLACE OF WRITING AWARENESS
ACTIVITIES IN PRE-SCHOOL EDUCATION AS PART OF SCHOOL
ADAPTATION AND EARLY LITERACY**

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Abstract

In this study, factors that have an impact on adapting to school have been examined. The importance of early literacy education and the variety are also discussed. In many studies, early literacy skills will have a profound impact on future literacy and academic skills. The social and academic impact of the classroom event on children is discussed in this context. Early literacy education has improved the development of children in all areas. In this context, families have been identified as a result of research that requires children outside the school to support early literacy education.

Keywords: preschool education, write awerness, skills development, school compliance, early literacy

Introduction

The preschool education institution is the institutions where children benefit from formal education for the first time. Some children start this process earlier, some start a little later, and some children do not benefit from preschool education. For every child who has benefited from preschool education for at least a year, it is only possible to get out of a safe home environment and start, continue and continue pre-school education, to have a happy and self-made process at that institution, but to adapt to school (Polat,

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Kilinç, B. (2024). The importance and place of writing awareness activities in pre-school education as part of school adaptation and early literacy. *Social Scientific Centered Issues*, 6(1), 38-53.

2021). From a broader perspective, it prepares the grounds for children to become themselves by preparing them for social life and supporting their holistic development. It is also an important point in communicating correctly and effectively with individuals in the social environment and environment. Compliance is expressed as the participation of children in school and education activities in the broadest definition (Chase, Hilliard Geldhof, Warren and Lerner, 2014). According to Garcia-Sellers (1999), school compliance, family expectations and orientation, child cognitive and sociological characteristics, family and school harmony and school-provided support are expressed in a harmonious way.

In the literature, children who can establish and maintain balanced and effective relationships with themselves and their environment are identified as "children who are compatible", "children who have difficulty in establishing and maintaining balanced and effective relationships with themselves and their environment (Doğan, Kelleci, Sabanciogullari and Aydın, 2008). School adaptation can be complicated within the framework of children, family, society, school.

The reason for this complexity is that the concept of adaptation to school is not clearly understood by individuals, that there is insufficient knowledge of the expectations of family, school, society and child, and that stakeholders cannot continue to work together. According to Margetts (2014), for children and their families who have just started school, the school includes adapting to a number of new experiences and expectations related to physical, social, emotional, academic environments and gaining new identity and social status. Adaptation to school involves responding to the diversity of children and families entering the school as well as to the community context within the school. The most clear information about whether the school adaptation process has been successful can be obtained from the child.

We can review the factors that affect school harmony in three headlines:

Children related Factors in School Compliance:

In some studies related to the school compliance process, it is stated that compliance varies according to gender. But what's important here is not gender, it's teacher's way of taking into account the individual differences of children.

In the research, where relations between age and school compliance are examined, there is a significant difference in the likelihood that there will be an increase in

developmental maturity with age and the possibility that another orchid had previously benefited from education (Gülay-Ogelman and Ertan-Sarıaya, 2013; Kaya and Akgün, 2016). According to this information, teachers should set expectations in accordance with their age and development levels. They should, in addition, be able to activate the school adaptation process by supporting the development of children according to their preparation.

Yoleri (2014) found that the tempers of children have an important relationship with school harmony and academic success. As a result of all these research, all of the children's biological, personal and social characteristics are related to school compliance. In order to adapt to the school, individual differences must always be studied without being ignored by a holistic point of view.

School Compliance Factors:

Children who are starting school in the process of adapting to the school need to work in coordination with school administrators, teachers and staff to get out of the house and feel safe in school, which is the safest environment for them (Polat, 2021). Research has shown that the school climate has significantly affected the psychoeducational development and school adapts of children. In addition, the school's acceptance of the child is one of the key factors in the process of adapting to the school. The school should accept the child and the school administrators and teachers should have detailed academic and practical knowledge of school compliance. Because to fit into the school, the pre-preparation of the school, the pre-knowledge of children and families, a program on school compliance, an early intervention program for children who are at risk of adapting to school, and possible solutions to the problem of adapting to the school (Polat, 2021). Activities in the early weeks of school have an important impact on children's adaptation to school.

School family cooperation, peer relations, the physical suitability of the school for the development and safety of the child, the attractions and curiosity of the child in educational environments, and the ability to support their development, are one of the features that we can explore under the topic.

Home/Family Factors in School Compliance:

According to research, the child's safe connection to the mother facilitates school compliance. Parental attitudes also have a significant impact on school compliance.

For example, it negatively affects the social skills and school compliance levels of parents with authoritarian parental attitudes and parental attitudes. It is known that parental behavior and attitudes are effective in developing many skills that will ensure children are easy to fit into school. These factors are skills in social and emotional areas such as the development of child's empathy skills, socialization skills, social skills, commitment status, self-control and self-regulation skills. Because children model their families through their development process (Polat, 2021).

SCHOOL IS READY AND EARLY LITERACY

School readiness does not mean that just keeping the pen right, knowing the numbers, or developing cognitive skills. Being ready for school is a wide range of attention, being able to go to the bathroom without help, sitting at a certain distance and upright, cooperating with friends, staying away from home/family during school hours. Readiness to write is defined in the MEB Pre-School Education Program (2013) as "a whole of the work that is equally supported in all areas, including social and emotional, motor, cognitive, language and self-care skills during the time children continue to preschool education institutions". It is important for children to be ready for school, to have emotional maturity that can meet the requirements of primary school, to manage themselves and their relationship with other children in the classroom. For children who have not developed enough skills in these matters, their chances of academic success are also reduced.

For families, it has priority meanings such as meeting the school's requirements and becoming independent from the family, and developing self-care skills for teachers and developing skills that can adapt to classroom activities (Grimmer, 2018).

The concept of early literacy was first discussed by Clay (1966) and defined as "reading and writing development in early childhood" (Çetin, 2019; Polat, 2021). Whitehurst and Lonigan (1998) expressed the concept of early literacy as the skills children have gained from pre-reading experiences before they entered the literacy process. Stagelin (2002) described this concept as "literacy skills acquired by the child in the period before taking formal literacy training, in efforts to understand the written and verbal language." However, the concept of early literacy was expressed as a general name

for everything children know about reading and writing from birth before active participation in the reading process.

Stating the concept of early literacy as a process in which the relationship between the skills of children to be able to read and the skills necessary to start reading is established, Gupta (2009) stated that early literacy skills are vocabulary skills, vocabulary, voice awareness, visual differentiation skills, letter awareness, he expressed it as writing awareness and understanding skills. According to him, these skills help the child to more easily adapt to the reading and writing process and learn more easily to read and write. Through pre-school education, during the fastest period of brain development, the child is presented with rich life and supports the development of the child and increases mental functions. It also positively supports self-perception, personality structure, creativity, communication skills and social emotional harmony by influencing social, emotional, physical, language and all other development areas. With all these support, a good start to the child's life is being made and it has felt its impact for the rest of his life (Dry Turan, 2007).

The quality of the child's experience in early literacy in the preschool period is one of the key factors in their future potential to be competent literate. Early literacy skills are seen as one of the key prerequisites to be a good reader.

THE DEVELOPMENT OF EARLY LITERACY SKILLS

Reading ability is one of the requirements that support and provide the individual's lifelong learning. The early childhood has a critical period in terms of the development of their ability to use language accurately and fluently, listen, understand what they are reading, gain reading habits, express themselves verbally and in writing. From early childhood, the thinking, cause-effect relationship building, sorting, generalization, visual-auditory differentiation and language skills of children are developing (Cevher Kalburan, 2010).

In early childhood, the child's early literacy awareness develops at different stages according to age. As soon as they're born, babies are beginning to learn about literacy. First 0-3, he can recognize certain books on his cover, keep the book right, listen to the story, and produce drawings similar to writing. In this process, children continue to configure their knowledge of verbal language and literacy through their home, school

and social lives (Wortham, 2006). Children aged 3-4 know that letters in the alphabet have names and are different from their pictures (Çetin, 2019).

However, they recognize some environmental writings, tell stories through images or images, answer questions about the story being told, and sort the events that are in the story. At this age, the child is focused on an object, recognized the voice, recognized the writings he saw, experimented with various paints and pencils as part of early literacy (Whitehurst & Lonigan, 2001). at 5-6, children show the first word in the sentence, the first letter in the word, and a letter in the text, and recognize the rhyming and similar sounds. At this age, children can recognize and name all upper and lower case letters. When taught, they can type most letters and names (Cetin, 2019).

Stegelin (2002) illustrated these behaviors as follows:

- 0-6 months old baby nods her head as she listens to the rhyme her mother reads to her every night while she sleeps.
- From 6-12 months to 30 months, the baby makes a pleasant sound when she sees her favorite book in the hands of her father, who comes to the nursery and day care.
- 6-12 months in a room, a child with a hard cover picks up her book and extends it to her sitting next to her, doodling.
- The little boy from 12-24 months to 6 months shows him pictures from the book while his mother reads to him.
- The little boy from 24-36 months to 6 months keeps repeating certain words from his great-brother's favorite book to him.
- The 3-year-old sits behind the car and tells his grandmother about the street signs he sees all the time on the way, and knows some of the local logos.

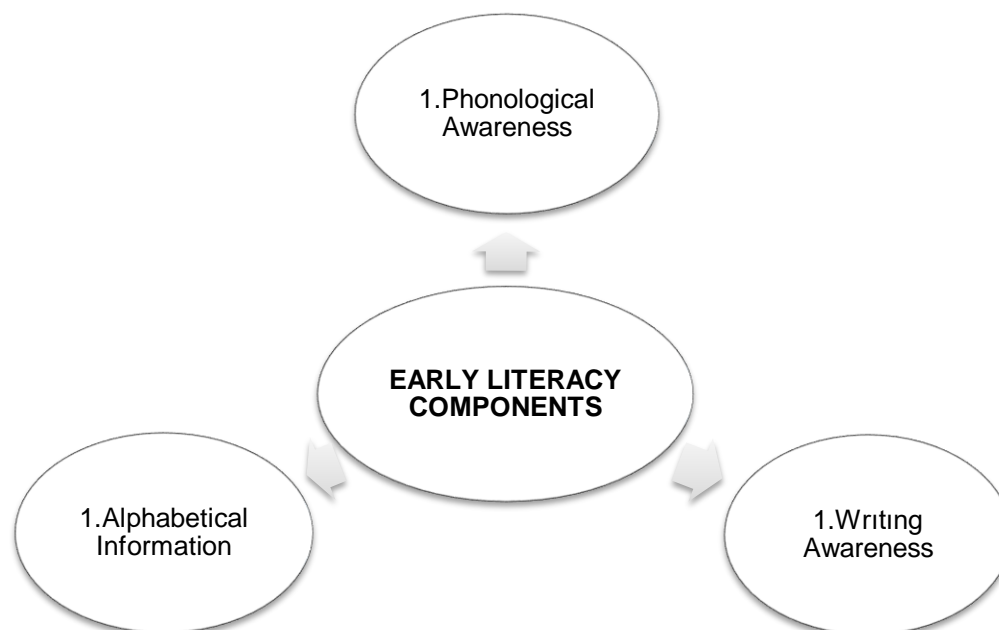
As you can see, early literacy begins with birth and develops more in the years ahead. Preschool education is the key to this development. In this process, the teacher performs planned activities to support these skills, demonstrating literacy behaviors, becoming a model and encouraging them to do so. In the meantime, children reinforce their learning by sharing with each other.

VARIOUS APPROACHES TO EARLY SCHOOL CONCEPT

From 1920 to 1950, readiness to write has been suggested as a result of biological maturation. According to this view, it is argued that there is a period in the development of the mental skills required for reading and that literacy is self-developed by the time of this period.

The concept of biological maturity began to be questioned, and the idea that children could be affected by pre-reading experiences even if they were biologically ready to read at the beginning of 1950 and 1960, the importance of experience was emphasized in preparing to read and write. In this period, the readiness approach to reading is argued that with appropriate experiences, the child's readiness to read and write will be accelerated. It was adopted that the interest of preschool children in 1970 was caused by adult role models. In this period, studies have been conducted that show that children's doodles, books, random letters and read like a book are early forms of reading skills. As research on literacy increased in 1980, the concept of early literacy became an important part of the pre-school curriculum, given that the support of reading skills at an early age could be detrimental. This has enabled the development of reading and writing preparedness activities based on children's daily lives. Recently, media and popular cultural products have increased children's awareness of early literacy. There are many studies done on these matters. These show the power of popular culture in developing early literacy in children, from writing the names of superheroes to reading digital texts in video games. In order to use this power over children of the digital age in a positive way, it must be one of the most important tasks of teachers, families and society in short.

EARLY LITERACY COMPONENTS



Early literacy skills can be expressed in the most basic narrative as the basic skills that the child should have gained before learning to read and write (Polat, 2021). The field article shows that these skills are classified in various ways:

PHONOLOGICAL AWARENESS

Phonological awareness is a term that covers many different concepts of sound being heard in the environment as well as sounds in the language of speech. Phonological awareness includes recognizing the initial sounds in words, recognizing words in compound words, producing simple rhymes, and recognizing the rhyming words, and saying the individual units of the words made up of three sound units (Vukelich, 2008; Polat, 2021). Learning to read requires a serious awareness of the sound structure of verbal speech.

Although the phonological awareness usually occurs spontaneously, it has to be part of the pre-school education to support its development.

A child with advanced phonological awareness,

- able to define and create rhymes,
- The phrase may be spelled, spelled, and combined,
- It can distinguish between the first, middle and last sound of a word,

- He can recognize words that start and end with the same voice,
- He understands that changing the voice in a word can change the meaning of the word (Gibney, 2019).

WRITING AWARENESS

Writing awareness is stated as the development of the child's perception of the form and function of the article and understanding the relationship between written and verbal language. Writing awareness, which mainly includes understanding of written language and rules of spelling, is different from writing preparedness, and is not just about books. Writing awareness includes understanding signs, menus, logos. It is important that the child understands that there are different types of writing and that the purpose of each type is different (Ezell Justice, 2005). The development of writing awareness is created by sight and listening in the newborn period.

Especially when babies read books to themselves are about one year old, they can follow the story with the development of visual and auditory skills and begin to recognize the difference between writing and painting. By the age of two or three, children can recognize a few letters on the boards or signs they see around them (Whitehurst Loniga, 2001). Children pretend to write by giving meaning to drawings or doodles similar to writing at an early age. This behavior is one of the ways that it leads to writing awareness, and it shows that the child knows that what they wrote before learning to write is meaningful (Whitehurst Loniga, 1998 acts. Polat, 2021).

The ability of a child to show the front or back of a book, show where the name of the book is, express what the name of the book is for, show where to read, show where to start reading on the page, show a word on the page, show short and long words, show a letter, Skills such as uppercase and lowercase display and a sentence on pages are one of the skills of writing awareness and these skills gradually develop (Ezell Justice, 2005).

ALPHABETICAL INFORMATION

His first attempt to use the language of writing begins with the markings he made on paper, simple scribbles. The children then understand the letters that make up the language's speech and writing coding (Wortham, 2005).

At the basic level, alphabet knowledge requires the ability to distinguish letters. It also includes many functions such as attention, memory, thinking skills, problem solving skills and learning strategies (Whitehurst & Lonigan, 1998; Çetin, 2019).

VERBAL LANGUAGE SKILLS AND VOCABULARY

Verbal language is one of the early reading skills. These skills include the ability to respond appropriately to speech, listening and events, understand the cycle in the language of speech, understand the narrative, vocabulary, understand what the word means, use complex sentence structures. Children learn vocabulary skills by talking and listening to adults.

When learning the language spoken around the child, it tries to understand the structure of the language; it takes a set of assumptions to resolve them. This way, the child develops a set of rules that are open to continuous changes and can actively play a role.

This system determines the way the child communicates and the language structures that the child uses, and is also affected by new experiences that the child has gained from communicating with the environment. Pre-school children can be developed with various activities and games, especially vocal language skills and other reading skills.

Children play games with language sounds and repeat similar things. Through these games, the child's ability to voice awareness is improved. The development of the child's voice awareness skills plays an important role in reading and writing.

READ AWARENESS: LISTENING-UNDERSTANDING-UNDERSTANDING SKILLS

It is one of the prerequisite skills of their ability to understand that they are reading listening, understanding and understanding skills. Therefore, early literacy skills are considered important. The ability to listen is defined as the ability to deduce from a text that is described or read by someone else.

Gibne (2019) defines three basic skill levels required to fully understand what is read or read:

Literary (Lithuanical) understanding:	Subtractive (Inferential) understanding:	Cognitive (Metacognitive) understanding:
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<p>Understanding the general meaning of the text and the general meaning of the text, the main idea, the purpose. (What is this story about?)</p>	<p>Understanding between lines in the text that the child listens to means understanding the background information based on the information given clearly. (Did the rabbit really like the sound of the giraffe?)</p>	<p>The child interprets what he listens by noticing his own thoughts. (Was it true what the rabbit did in the story? Is that what I would do?)</p>
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Early literacy skills are known to have progressively improved in children who are encouraged to read books and interpret written materials in the preschool period. Whitehurst & Lonigan (1998) states that early childhood experiences with books make children realize that characters and events in books are a copy of the real life, and that these experiences improve their verbal and written language awareness.

SUPPORT OF EARLY SCHOOL SKILLS

Readiness to read is a whole part of the work that children are equally supported in all areas, including social and emotional, motor, cognitive, language and self-care skills during the course of preschool education. Work in this area should cover all areas of development from the first day the child has started the preschool education institution and be added on one another (MEB, 2013). There is an perception that readiness to read and write is only seen as work done at the table, and this perception is completely wrong.

However, studies are carried out with many different types of activities. In pre-school education, the aim is not to teach children to read and write, but to give them the skills necessary to learn to read and write quickly in primary school. It is important that children first understand the need to read and write and their relationship to real life.

This will support children to develop a positive perception of reading and school. To raise awareness and enthusiasm for literacy is crucial for the purpose of the work to be done.

To improve early literacy skills of children in the preschool period, it is essential to support the skills listed below (Oktay & forgetkan, 2003):

- Readiness skills (reading and pre-writing skills, voice recognition, attention intensification, hand-eye coordination) are required.
- Maths skills (recognize numbers 0-20, create sets, learn colors, shapes, sort, etc.)
- Scientific thinking skills,
- Motor skills (large and small muscle development),
- Emotional skills (properly articulate their own feelings, express their senses in a socially acceptable way, communicate with others and empathize with others, etc.),
- Self-maintenance skills (such as meeting their needs, cleaning, feeding, self-maintenance work, being able to protect yourself from accidents, wearing and removing clothing).

The multi-dimensional support of preparation is the support of studies that can not only be done by school but also by families at home. What we're talking about is not only family participation studies that are guided by the school, but also this multi-dimensional work that can support reading skills and school readiness in the home environment.

Results

In some studies with preschoolers, it has been determined that one of the strongest skills in estimating the reading skills children will gain during their formal reading-and-writing studies is their writing awareness (Simsek Çetin, 2014). It is stated that the development of the children's writing awareness skills started by recognizing the words and signs they often see around them, showing interest in the writing and symbols around them (Bayraktar & Temel, 2015, p. 65).

It is expressed that writing awareness is an early literacy skill developed in an environment rich in writing materials and where writing activities are frequently done, where children are given the opportunity to try writing by individuals around the child, and in the event that they are guided by the child to improve their writing awareness and interact with visual and printed materials (Kargin, Ergül, Buyukozturk & Guldenoglu, 2015; Sarica et al., 2014). It is stated that preschool is the fastest development of children, the most affected by their environment, a period where literacy skills-rich experiences can be experienced, and that the society where children interact with the community and the environment and are present is in parallel with the

literacy experience of the environment. (Ari, Bayhan, ustun & Akman, 2002; Karaman, 2013, p. 2; Şahin, 2015, p. 107).

It is also emphasized that children are aware of the effectiveness of the family and environmental factor in the learning and skills of literacy, as well as the possibility of experiencing academic, social, behavioral and emotional problems in the future with early literacy developments for children in the hazard group (Akoğlu, Ergül & Smoke, 2014; Baydik, 2003; Edwards & Willis, 2000; Erdil, 2010; Ergül, et al., 2013; Ergül et al., 2014; Gül, 2007; Kandir & Kocak Tumer, 2013; Karaman, 2013; awake & Kandir, 2010). It is expressed that children inform about the development of the level of understanding the purpose and shape of the writing, as it reflects the initial emergence of their ability to interact with writing (Yıldız, ataş, Aktaş, Yekeler & Donmez, 2015).

Discussions

The event, "I match words", has played an important role in children's awareness of writing. Writing awareness is the basis for developing the child's perception and understanding the relationship between written and verbal language. Warner and Sower (2005) defined their basic skills before writing as "recognizing the written state of the child's name, understanding the meaning of the writing, solving the meaning of a book through images, doodling and discovering writing". In this event, children are targeted to gain basic skills before reading and writing. The activity during this period of awareness, in which children will notice the shapes, names, sounds and eventually words of the letter, represents the final step of these stages. In the pre-school period, the goal is not to teach children to read and write, but to prepare for reading.

This activity will guide children to learn letters in primary school, combine letters, create words, and finally establish sentences. Children will have no trouble doing this event. The activity is carried out in groups of two.

Children can do it easily by themselves. While children learn to collaborate, time will be saved. The activity is not just readiness to read and write. It is integrated into the game activity so that children can be interested and learn by having fun during the event.

Conclusions and Recommendations

It's not teaching children to read and write in preschool education. The goal is for children to have the prerequisite skills necessary to learn reading easily and quickly.

Early literacy skills include all kinds of behaviors that generally resemble children's reading and writing actions (prior, 2003; Jalongo, 2007). Early literacy skills that children have acquired in pre-school education institutions enable them to easily learn their reading and writing skills and to create a positive attitude toward reading and writing. This also supports future literacy skills (Epspinosa and Burns, 2003).

Children's readiness to read and write skills are parallel to their skills in other development areas (visual, auditory, mind, social, emotional). It is important to introduce children to books and reading and writing materials from an early age. So when we look at children's mind development, the ability to solve problems is developing, realizing that numbers, letters are represented by symbols, the imagination is expanding, learning to have a cause-effect relationship between events; in terms of language development, vocabulary expands, learns to ask questions, answer questions, recognize voices, letter-to-voice relationships, learn to use more complex sentences when expressing itself.

1. The impact of pre-school education institutions on children's writing preparation and writing awareness skills has a noticeable effect. For this reason, it is necessary to put more emphasis on the work to ensure that pre-school education is covered in compulsory education and to allow children to prepare for further education levels.
2. In-service training programs can be organized to improve the knowledge of reading preparation work of preschoolers and primary school first-class teachers, improve attitudes and behaviors in the face of special circumstances, and determine the situations children need in preparing to read and write.
3. They can co-operate in reading and writing preparation of preschool teachers and primary school primary school teachers to organize activities that will ensure each other's continuity. In order to ensure that this continuity is healthy, workshops can be organized that teachers can share with the program about their work.
4. It is recommended to do research that compares the impact of scripted play and interactive book reading methods on writing awareness skills.
5. It is recommended that this relationship be supported and developed by doing research that addresses its development over time to establish the relationship between writing awareness and reading writing.

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